

## W G SANDERS MIDDLE

136 Alida St.  
Columbia, S. C. 29203

**GRADES** 6-8 Middle School

**ENROLLMENT** 567 Students

**PRINCIPAL** Demetria N. Clemons 803-735-3445

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	4	25	1

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Below Average	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No

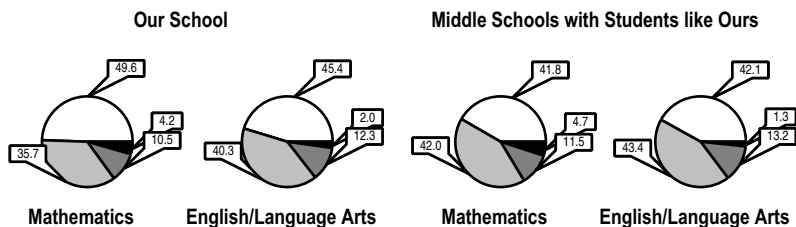
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	551	99.8	45.0	40.4	12.4	2.2	21.7	Yes	Yes
<b>Gender</b>									
Male	287	99.7	51.6	38.6	8.3	1.6	16.1		
Female	264	100.0	38.3	42.3	16.5	2.8	27.4		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	544	99.8	45.1	40.4	12.3	2.2	21.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	442	100.0	46.8	38.7	12.0	2.5	21.8		
Disabled	109	99.1	37.2	47.9	13.8	1.1	21.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	551	99.8	45.0	40.4	12.4	2.2	21.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	551	99.8	45.0	40.4	12.4	2.2	21.7		
<b>Socio-Economic Status</b>									
Subsidized meals	442	100.0	48.1	39.1	11.5	1.3	19.5	Yes	Yes
Full-pay meals	109	99.1	33.0	45.6	15.5	5.8	30.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	551	99.6	49.0	35.9	10.4	4.8	22.3	Yes	Yes
<b>Gender</b>									
Male	287	99.3	52.0	35.4	8.3	4.3	18.9		
Female	264	100.0	46.0	36.3	12.5	5.2	25.8		
<b>Racial/Ethnic Group</b>									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	544	99.6	49.1	35.6	10.5	4.8	22.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	442	99.8	47.3	35.5	12.0	5.1	25.2		
Disabled	109	99.1	56.4	37.2	3.2	3.2	9.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	551	99.6	49.0	35.9	10.4	4.8	22.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	551	99.6	49.0	35.9	10.4	4.8	22.3		
<b>Socio-Economic Status</b>									
Subsidized meals	442	99.8	51.9	35.6	8.3	4.3	19.3	Yes	Yes
Full-pay meals	109	99.1	37.9	36.9	18.4	6.8	34.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	98.8	36.8	43.2	16.8	3.2	20.0
	Grade 7	162	98.8	43.2	47.3	8.2	1.4	9.6
	Grade 8	170	99.4	57.4	37.6	5.0	N/A	5.0
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	54.3	37.1	7.5	1.1	8.6
	Grade 7	200	99.5	42.9	44.6	10.3	2.2	12.5
	Grade 8	157	100.0	38.1	48.3	10.9	2.7	13.6

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	35.9	39.7	21.2	3.2	24.4
	Grade 7	162	100.0	53.1	36.1	6.8	4.1	10.9
	Grade 8	170	98.8	62.1	35.0	2.1	0.7	2.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	46.2	38.7	11.3	3.8	15.1
	Grade 7	200	99.0	53.3	31.5	10.9	4.3	15.2
	Grade 8	157	100.0	51.0	39.5	5.4	4.1	9.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n= 567)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.7%	Up from 41.6%	9.3%	14.6%
Retention rate	0.9%	Down from 4.8%	4.5%	3.0%
Attendance rate	97.0%	Down from 97.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.6%		8.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	10.6%		7.8%	5.3%
Eligible for gifted and talented	13.8%	Down from 13.9%	10.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.4%	Up from 14.6%	14.9%	13.9%
Older than usual for grade	1.9%	Down from 5.0%	5.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.5%	1.1%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 47)</b>				
Teachers with advanced degrees	46.8%	Down from 50.0%	48.5%	48.7%
Continuing contract teachers	55.3%	Down from 71.4%	79.2%	81.7%
Highly qualified teachers**	88.6%	N/A	87.8%	90.4%
Teachers with emergency or provisional certificates	5.3%		8.7%	5.3%
Teachers returning from previous year	84.2%	Up from 79.2%	81.9%	85.1%
Teacher attendance rate	94.1%	Down from 95.5%	94.2%	94.8%
Average teacher salary	\$43,788	Up 4.9%	\$40,230	\$40,566
Prof. development days/teacher	10.3 days	Down from 11.8 days	11.4 days	11.0 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.3
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.6 to 1	19.8 to 1	21.3 to 1
Prime instructional time	89.9%	Down from 91.1%	88.4%	89.3%
Dollars spent per pupil*	\$7,393	Up 12.2%	\$6,572	\$5,821
Percent of expenditures for teacher salaries*	67.7%	Down from 69.2%	60.4%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	83.7%	Down from 88.3%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of W. G. Sanders Middle School is to develop a community of productive citizens and life-long learners by respecting and promoting the total child through a structured, cooperative and academically challenging environment. W. G. Sanders Middle School's philosophy is based upon the foundation that the school must provide a setting for students to excel in academics, fine arts and athletics thus contributing to their intellectual, social and physical development. Our students made significant accomplishments during the 2003-04 school year, with state champions in Odyssey of the Mind, Richland County Winner - Earth Day Essay Contest, and 3rd Place District - Middle School Academic Bowl. Other achievements included: School of Promise, S. C. Junior Scholars, Middle School Scholars, Duke TIP Scholar, All-State Regional Band, District Honors Orchestra and District Honors Band.

Collaboration with health and human service agencies, business partners and community involvement has enhanced our instructional program. Those efforts include USC's School of Public Health - Health Professionals Partnering Initiative, City of Columbia/B.P. Barber - After-School Pre-Engineering Program, USC's TRIO Program and the State Chamber of Commerce's High Performance Partnership with First Citizens Bank.

Strategies implemented during the 2003-04 year based upon the needs of our students included: professional development focusing on enhancing mathematics and writing strategies across grade levels; restructuring instructional time to maximize academic enrichment activities, and after-school tutoring.

A larger percentage of students are scoring basic or above on PACT. Approximately 24% of 6th graders scored Proficient/Advance in Mathematics. Areas targeted as needing to be strengthened include: providing additional opportunities for students to apply technology as a tool to extend learning; improving students' problem-solving skills; and employing instructional strategies that enhance academic rigor. Building stronger parent participation and attendance at School Improvement Council meetings, and school events will continue to foster student learning. We will focus our efforts on our targeted areas of improvement.

Principal, Demetria Clemons

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	107	6
Percent satisfied with learning environment	86.8%	67.9%	I/S
Percent satisfied with social and physical environment	84.2%	70.5%	I/S
Percent satisfied with home-school relations	63.2%	84.0%	I/S

\*Only students at the highest middle school grade level at this school and their parents were included.